RELIGIOUS EDUCATION KNOWLEDGE & SKILLS PROGRESSION – We are Thinkers

““We live in a dynamic, everchanging society full of different perspectives, beliefs and cultures. Learning about these things helps children to see the world clearly and helps them develop an understanding about the world and the people in it.” BBC news, Family and Education

At George White Junior Primary School we use Jigsaw to support our RE teaching. Jigsaw RE advocates an enquiry-based approach with a 4-step approach as the basis for implementation – engagement, investigation, evaluation and expression.

Intent

“Our belief is that, using an enquiry-based model well, children’s critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.”



By the end of Key Stage Two we want our students to;

● Build a bank of knowledge (including substantive, disciplinary and abstract concepts) about a range of religions and worldviews, including how people of these views practise their beliefs.

● Be confident in their own identity and beliefs, and understand their place within the world, feeling content with their own uniqueness. This will grow students’ personal knowledge over time.

● Value difference and diversity within their own and different communities, showing tolerance for differences.

● Display open mindedness and curiosity about different religions and world views.

● Be confident in their ability and capacity to respond to questions of meaning and purpose. This will be achieved by students learning to use a range of ways of knowing (methodologies linked to each disciplinary lens) through the study of a range of religions and worldviews.

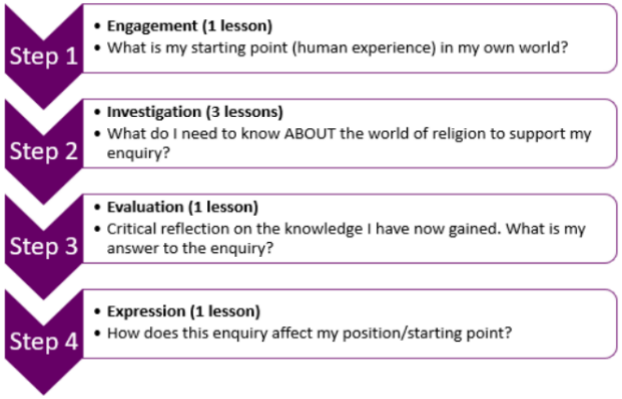
Our ultimate aim is to increase the religious literacy of our students, so they hold enough knowledge and understanding of a range of religions and worldviews to hold balance and informed conversations about belief.

Implementation

Every unit is based around one key question. The key question for the enquiry is such that it demands an answer that weighs up ‘evidence’ (substantive subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Jigsaw RE focuses on critical thinking skills, disciplinary knowledge and personal reflection on the child’s own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

The children start from their own experience to ensure understanding of the concept being studied then move into investigating that concept in depth from the point of view of the chosen religion. This continues over three lessons of investigation and discussion throughout Step 2, which embeds subject knowledge. These lessons not only support the children with embedding their RE knowledge, but also contribute to their oracy and critical thinking skills. Exposure to and analysis of religious texts can also enhance their reading, comprehension and inference skills. In Step 3, they complete an assessment activity to evaluate the question again in light of their new knowledge, and have further opportunities to embed their own reflections on the learning in Step 4.

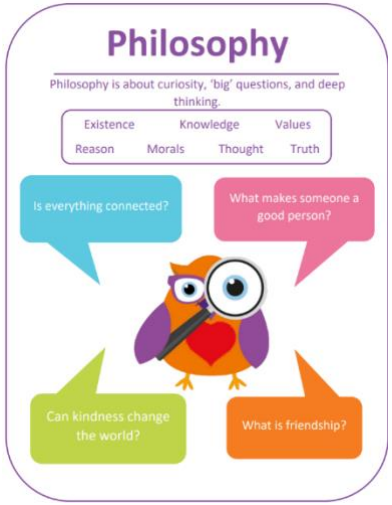
Jigsaw RE enables children's disciplinary knowledge to be taught through 3 disciplinary lenses to view and explore world views.

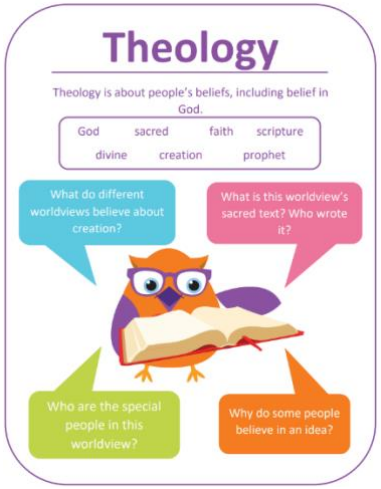


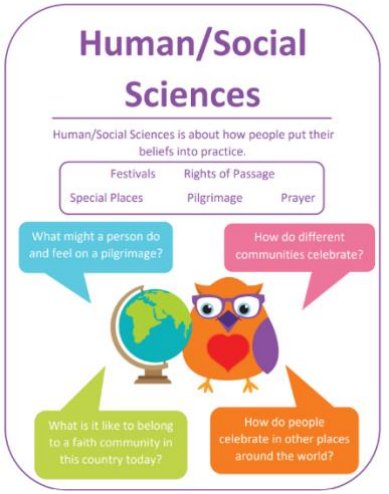
Theology is about people's beliefs, including belief God. This 'way of knowing' centres on the origins and key beliefs of a worldview, especially sacred texts and teachings. It can be used to explore different interpretations of stories from a worldview, including how these might have changed over time.

Philosophy is about curiosity, 'big' questions, and deep thinking. This 'way of knowing' can be asking 'big' questions about the meaning of life and how we make moral choices. It is also about exploring possible answers to these questions using reasoning and discussion to acknowledge diverse viewpoints and pupils' own responses.

Human/Social Sciences is about how people put their beliefs into practice. This 'way of knowing' can include studying common practices of faith communities and individuals. It enables pupils to recognise the diversity of lived experiences within each worldview, exploring the context of the time and place in which followers are living







Impact

Our children will have the religious toolkit to continue to develop their knowledge and understanding of religious traditions and world views and explore their responses to life's challenges with respect, confidence, empathy and tolerance. This will ensure pupils have the knowledge and skills to flourish both within their own community and as members of a diverse and global British and world society.

A Journey through our Religious Education curriculum:

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Key Question: Has Christmas lost its true meaning?** Religion: Christianity **Key Question: What is the best way for a Buddhist to lead a good life?** Religion: Buddhism		**Key Question: What is good about Good Friday?** Religion: Christianity **Key Question: What is the best way for a Muslim to lead a good life?** Religion: Islam		**Key Question: How does celebrating Shavuot help Jewish children feel closer to God?** Religion: Judaism	
Year 4	**Key Question: Is forgiveness always possible for Christians?** Religion: Christianity **Key Question: Is it possible for everyone to be happy?** Religion: All		**Key Question: Do people need to go to church to show they are Christians?** Religion: Christianity **Key Question: What is the best way for a Sikh to lead a good life?** Religion: Sikhism		**Key Question: Does completing a pilgrimage make a person a better Muslim?** Religion: Islam	
Year 5	**Key Question: What is the best way for a Christian to show commitment to God?** Religion: Christianity		**Key Question: How are Buddhist teachings interpreted by believers?** Religion: Buddhism **Key Question: Is Christianity still a strong religion over 2000 years after Jesus was on Earth?** Religion: Christianity		**Key Question: Does belief in Akhirah (life after death) help Muslims lead a good life?** Religion: Islam **Key Question: What is the best way for a Jew to show commitment to God?** Religion: Judaism	
Year 6	**Key Question: Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?** Religion: Christianity		**Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?** Religion: Judaism **Key Question: How are sacred teachings and stories interpreted by Sikhs today?** Religion: Sikhism		**Key Question: Is anything ever eternal?** Religion: All **Key Question: How is the Qur'an vital to Muslims today?** Religion: Islam	

Whole school assembly discussion point

What our pupils have experienced - a journey through MIANS KS1 Religious Education Curriculum

	Autumn	Spring	Summer
KS1	What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish) How does a celebration bring a community together? (Muslim, Christian) Religious Festival: Hinduism: Diwali (24th October). Why is light an important symbol for Christians Jews and Hindus? The Christian belief that Jesus is the Light of The World (John 8:12). How the Diwali Story reflects Hindu beliefs about god and evil. How the Hanukkah story reflects Jewish beliefs about god as a provider. The symbolic meaning of lighting he Shabbat candle Religious Festivals : Guru Nanak Gurpurab will take place on Friday 19 November. What does the nativity story teach Christian's about Jesus? (Christianity) Christmas performances. Religious Festival: Christmas on the 25th December	Judaism: What do Jewish people remember on Shabbat? Christianity: What does the cross mean to Christians? Festival: Passover (4th to 14th April) How do Christians belong to their faith family? How do Jewish people celebrate Passover (Pesach)? Festival Buddhism: Pari Nirvana or Nirvana Day 15th February	Why do people have different views about the idea of God? Multi/Humanist Festival Humanism: International Humanist Day is 21st June

Purpose and Aims of Study

● To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.

● To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.

● To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews

	Year 3	Year 4	Year 5	Year 6
Autumn	**What is the best way for a Buddhist to lead a good life? Right action.** *Does participating in worship help people to feel closer to God or their faith community?* Further investigation into the teachings of the Buddha and the Noble Eightfold Path, focussing on Right Action and how this would impact on the behaviour and life of a Buddhist. **Has Christmas lost its true meaning?**	**Is forgiveness always possible for Christians?** Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him). **Is it possible for everyone to be happy?**	**What is the best way for a Christian to show commitment to God?** Beliefs and practices including the 10 Commandments, Love your neighbour as yourself, charity work and prayer and worship practices.	**Key Question: Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?** Incarnation looking at how celebrations today do or do not directly relate to the birth of Jesus as the basis of Christmas.

	The meaning of Christmas to Christians including extending kindness and considering why Jesus was born (the incarnation).	Revisit the story of the Buddha and his enlightenment, consideration of material against inner happiness, and the Buddha's teachings about lessening suffering.		
Links to British Values	Respect, Tolerance, Individual Liberty	Respect, Individual Liberty	Rule of Law (10 commandments), Individual Liberty (Martin Luther King), Respect, Tolerance	Respect, tolerance
Spring	**What is 'good' about Good Friday?** The Easter story and its meaning to Christians in the belief that Jesus came back to life and therefore they may receive life after death. **What is the best way for a Muslim to lead a good life?** Pillars, belief in life after death and the role of the two angels and the judgement of Allah, teachings from the Qur'an and Hadith, Zakat, Sadaqah, fasting during Ramadan.	**Do people need to go to church to show they are Christians?** Uses of the church for worship and other events such as baptism and taking of Holy Communion. **What is the best way for a Sikh to lead a good life?** Revisiting the Khalsa and the 5 Ks and how these help Sikhs live a good life, the Sikh Golden rules, Seva/Sewa (selfless service), vand ke chanka (vand= sharing, chanka =food), how Sikhs show respect to the Guru Granth Sahib.	**How are Buddhist teachings interpreted by believers?** Theravada Buddhists, Mahayana Buddhists, how the Eightfold Path might be interpreted by a believer, Samsara, why the 5 Precepts and the Eightfold Path might be important to some Buddhists. **Key Question: Is Christianity still a strong religion over 2000 years after Jesus was on Earth?** Festivals and celebrations, symbols and Christian organisations, ways in which Christianity is influencing lives today with its impact on people round the world and in this country.	**Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?** Torah, aspects of the synagogue, New Year/Rosh Hashanah, Yom Kippur (Day of Atonement), Days of Awe, Mitzvot. Customs of Rosh Hashanah, ways Jews would celebrate Yom Kippur. **Key Question: How are sacred teachings and stories interpreted by Sikhs today?** Guru Granth Sahib, the Gurus as teachers, Guru Gobind Singh, the story of Bhai Kanaya, Malik Bhago and Guru Nanak, Guru Amar Das and his belief in gender equality.
Links to British Values	Rule of law, respect, individual liberty,	Respect, rule of law, tolerance	Democracy, rule of law, respect, individual liberty	Respect, tolerance, democracy
Summer	**How does celebrating Shavuot help Jewish children feel closer to God?** Pesach or Passover (To commemorate leaving Egypt and the crossing of the red sea), Sukkot (The festival of God's protection) and Shavuot (Giving of the Torah), story of Moses and the Israelites in the desert and the giving of the 10 Commandments, Bikkurim, how Shavuot is celebrated today.	**Does completing a pilgrimage make a person a better Muslim?** Pilgrimage - preparations for visiting Makkah, clothes worn and actions taken there, conditions for pilgrimage to Makkah, impact on life of a Muslim.	**Key Question: Does belief in Akhirah (life after death) help Muslims lead a good life?** Interpretations of what the Qur'an says about life after death (Akhirah), actions a Muslim might take as Jihad, greater and lesser Jihad, how believing in Akhirah influences Muslims in their lives today. **Key Question: What is the best way for a Jew to show commitment to God?** Covenant, the Ten commandments, Shabbat, Kashrut, going to Synagogue and worship, Seder, the Torah and the	**Is anything ever eternal?** **Should religious people be sad when someone dies?** Salvation and eternal life, agape and forgiveness. What might motivate a Christian to show these qualities considering the belief in heaven. **Key Question: How is the Qur'an vital to Muslims today?** Important events during the Night of Power and the giving of the Qur'an, actions a Muslim might take to show respect to the Qur'an and why, sayings

			importance of Jewish Festivals, Bar and Bat Mitzvah.	from the Qur'an and understanding that there may be different interpretations**.**
Links to British Values	Rule of law, tolerance, respect, individual liberty	Respect, tolerance, democracy	Respect, individual liberty, rule of law, tolerance	Democracy, respect, tolerance.

As a Rights Respecting School, the following articles of the UN Convention on the Rights of the Child are woven into all areas of our RE curriculum and teaching

							
No discrimination	**Identity**	**Respect for children's views**	**Sharing thoughts freely**	**Freedom of though and religion**	**Access to education**	**Aims of education**	**Minority culture, language & religion**

Skills Ladder

Working At" Expectation Most children are expected to reach these:	Green Descriptors: Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry. The child's own thoughts, opinions, belief, empathy. (Personal development)	Blue Descriptors: Knowledge and understanding of the subject matter of that enquiry (substantive/subject knowledge)	Red Descriptors Skills of evaluation, research, critical thinking in relation to the enquiry question (disciplinary knowledge)
Age 7	I can tell you/talk about what concepts like belonging, commitment, kindness, forgiveness, sacrifice, belief mean to me in my world. I can verbalise and/or express my own thoughts and feelings.	I can recall knowledge about the worldviews I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the learning, practices etc.	I can start to think through the enquiry question using some knowledge and am beginning to see there could be more than one answer.
Age 9	I can tell you/talk about the concept/belief e.g. belonging and start to relate this to the worldview I am studying e.g. Jews I can express my own opinions and start to support them with rationales.	I can recall knowledge about the worldviews I have studied, select the knowledge that is most significant to the enquiry and start to explain its relevance and importance.	I can apply my knowledge to the enquiry question and give an answer supported by my one or more elements of the knowledge gained in the enquiry from appropriate sources.
Age 11	I can explain how this concept/belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their worldview. I can express my own thoughts and feelings, having reflected on them	I can recall knowledge about worldviews and explain differences in practice and interpretation within and between worldviews.	I can weigh up evidence from different sources and consider different aspects, the diversity of different beliefs and the knowledge learnt in the enquiry and express my answer supported by evidence and/or a rationale.

ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future:

Chaplain, Higher education lecturer, Primary school teacher, Secondary school teacher, Advice worker, Archivist, Charity fundraiser, Charity officer, Civil Service administrator, Community development worker, Editorial assistant, Equality, diversity and inclusion officer, Mediator, Newspaper journalist, Policy officer, Solicitor, Youth worker

Our feeder high school snapshot KS3 RE curriculum

Jane Austin:	**Open Academy:**	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	What is the love of wisdom?	What does it mean to be wise?	Who is Abraham? What are the Abrahamic faiths?	What do the Abrahamic faiths reveal about God?	How was the world created?	How do creation narratives shape what it means to be human?
8	Philosophy: Does God exist?	Theology: What does the name of God reveal about Him?	Sociology: Does religion reflect society?	Sociology: Does religion react to society?	History of Religion: How did Christianity change through time?	History of Religion: Why is Christianity the way it is today?
9	Ethics: What does it mean to be good?	Ethics: How we decide how to live a good life?	Anthropology: Does religion perform a function?	Anthropology: Why do we have religion?	History of Religion: Why is faith so diverse?	History of Religion: Who changed the face of their faith?

YEAR 7

How is identity influenced by religion, belief and culture?
What is a good life?
Why do Christians believe Jesus is God on Earth?
Why is Christianity the way it is today?
How do Hindus make sense of the world around them?
Is it reasonable to believe in life after death?

YEAR 8

How do Muslims understand the Nature of God?
How do Sikhs interact with culture and society?
Belief affect the lives of believers today?
How is belief put into practice?

Sprowston Community Academy:

From year 7 to year 9, pupils will learn about the six major religions of the world: Christianity, Judaism, Islam, Sikhism, Hinduism, and Buddhism. Each of these religions has at least one topic dedicated to the study of its beliefs and practices. Alongside the study of religious traditions, Key Stage 3 pupils will begin to be exposed to contemporary moral and ethical themes and problems. Lastly, pupils will also be presented with philosophical questions, such as the existence of God, the nature of our reality, and the question of free will. These theological, ethical, and philosophical studies aim to develop oratory and communication skills, along with other key skills such as analysis and evaluation of beliefs, reading and literacy, problem solving, critical thinking, and many more.

The Hewitt Academy:

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Year 7	Disciplinary Focus: Philosophy What is the love of wisdom?		Disciplinary Focus: Theology What do Abrahamic faith stories reveal about God?		Disciplinary Focus: Human Science and Theology How do creation narratives shape what it is to be human?	
Year 8	Disciplinary Focus: Philosophy and Theology Is the concept of God coherent?		Disciplinary Focus: Human Sciences and History To what extent do religions react to or reflect society?		Disciplinary Focus: History and Theology Why is Christianity the way it is?	

Sewell Park Academy:

Our aim has always been to produce learners with a tolerance, appreciation, and respect for both religious beliefs/practices, and religious/cultural differences. The new Norfolk agreed syllabus now gives us the opportunity to put religious literacy at the heart of this, which emphasises the ability of the student to hold balanced and well-informed conversations about religions and worldviews.

City Academy:

All pupils undertake one lesson per week of RE/CITZ.
In KS3 students begin by asking 'What is a religion?' and then will then go on to study two of the world's major religions in year's 7 and 8: Christianity and Judaism. They will also learn about issues surrounding Prejudice and discrimination and investigate the role of the Media in modern society. Students will also investigate game changing 'heroes' such as Martin Luther King, Mother Theresa, Greta Thunberg and Marcus Rashford.

Ormiston Victory Academy:

In KS3 students focus primarily on the beliefs, teaching and practices of many religious groups and are given ample opportunity to compare these to their own way of life and to others within society. During KS4 students apply key teachings, beliefs and practices to ethical and philosophical issues. Throughout RE lessons debate and discussion are key and opportunities to explore varying opinions and beliefs are given including those of non-religious people and humanists.

CNS:

RE & C	Beliefs, teachings and sources	Practices and ways of life.	Forms of expression and communication.	Identity and belonging.	Meaning, purpose and truth.	Values and commitments.
Beginning	**Identify** and start to **describe** different religious stories.	**State** some of the religious practices people do.	**Recognising** and **identifying** the meaning of some religious words.	**Identify** things that influence me.	**Recognise** ideas about creation, death and right and wrong.	**Identify** things that are important to me and other people.
Developing	**Describe** in detail and start to **explain** some different religious stories and give some thought to their importance.	**Describe** practices using religious vocabulary.	**Describe** different religious beliefs, using symbols, art and writing.	**Describe** and **identify** reasons for who we are and where we belong.	**Describe** the meaning and purpose of life using some reasons.	**Describe** how I know what is right and wrong.
Secure	**Explain** religious stories and give detailed examples of why people have different beliefs.	**Explain** why people belong to religions and their different ways of life and their impacts upon individuals.	**Explaining** and supporting your ideas whilst using correct religious and philosophical vocabulary.	**Explain** your viewpoint and others when questioning who we are and where we belong.	Ask questions about the meaning and purpose of life and **explain** your response using examples.	**Explain** things that are important to me and why this might be the same or different for other people.
Confident	**Compare** and **Explore** different religious beliefs and stories worldwide.	**Compare** different practices and similarities of the ways of life between different religions and how this impacts followers.	**Explain** and **compare** the differences and similarities between religious ideas and your own using a wide range of religious vocabulary.	**Consider** and **explain** in detail the challenges and significance of belonging to a religion today with reference a range of viewpoints.	**Structure** responses to show differences between people's views against your own.	**Explain** in detail the **link** between beliefs and things that are important to people.
Exceptional	**Analyse** different religious beliefs and values globally.	**Assess** and come to **conclusions** on how religious activity in today's world has been affected by past traditions.	Come to **conclusions** about different viewpoints and ideas. Use a wide range of religious and philosophical vocabulary.	**Assess** the impact belonging to a religion can have on an individual's life.	**Interpret** key ideas about the meaning and purpose of life and come to **conclusions** about my own ideas.	**Analyse** a range of things that are important to me and compare this to a religious ideas.
Beyond	Put a wide range of interpretations of religion and world views into context. **Analyse** and **evaluate** the impact of historical, cultural and philosophical ideas.	**Critique** and **justify** the impact of religions and beliefs on individuals, communities and society.	Use a range of approaches to **question** religious beliefs. This should include; history, sociology, philosophy and psychology.	Produce a sustained and structured **critique**. Reach **conclusions**. Use principles, analogies and well researched evidence to support your view.	Draw detailed **conclusions** which show evidence of **analysis**, **evaluation**, questioning and **interpretation** of different arguments.	**Self-critique** my own arguments, discussing areas of strength, weaknesses and uncertainty. Come to supported **conclusions** about morality.

Hellesdon High School:

Introduction to RE: Judaism & Christianity

Christianity and relationships

Islam

Living in the Wider World

Notre Dame High School:

	Year 7	Year 8	Year 9
Aut.1	Belonging: Identity and Community	A Covenant People	A Study of World Religion: Islam
Aut.2	Understanding the Bible and Liturgical Year	Early Church History: St Peter and St Paul	A Study of World Religion: Judaism
Spr.1	The Creation of Life and Stewardship	British Church History	Morality and World Religions
Spr.2	Lent and Easter	Vocation and Modern Day Discipleship	Relationships and Sex Education
Sum.1	Celebrating the Liturgical Year	Sacramental Life: Sacraments of Healing	Edexcel RE GCSE Introduction Paper 1: Section 1 Beliefs and Teachings
Sum.2	The Wider Religious World: A Study of Hinduism	A Pilgrimage of Faith: Places of Christian Pilgrimage	Edexcel RE GCSE Introduction Paper 1: Section 1 Beliefs and Teachings

Thorpe St Andrew School:

What does it mean to be part of a religion?

An Introduction to Philosophy - What is reality

How much authority does Genesis 1 - 3 hold in C21st?

An introduction to Philosophy - Is it possible to believe in God?

How should we respond towards suffering? (From a Buddhist perspective)

What happens when we die?

What does it mean to live a good life?

What are the similarities and differences in the Abrahamic faiths? (note - this unit is moving to the year 7 curriculum in 2022/2023 and will be replaced by a unit of the 5 pillars and 10 obligatory acts in Islam)

Is it ever justifiable to go to war? From a Christian and Islamic perspective

Norwich School

In Lower 4, pupils learn the defining characteristics of religions through an examination of the main features of the world's six principal faiths. They also receive an introduction to the Jewish and Christian faiths, examining the symbolic meanings of their symbols, stories and art.

In Upper 4, pupils learn about contrasting world views and the beliefs of Hindus and Muslims. They also study the extent to which a religious person's world view impacts upon and shapes his/her daily life.